

<i>PROJECT WILD</i>			Alignment with Maryland Voluntary State Curriculum Grades 6-8 ⁱ			
Project Wild Activity	Grade	Page	Reading/English Language Arts	Social Studies	Science	Mathematics
HABITAT LAP SIT STUDENTS WILL IDENTIFY THE COMPONENTS OF HABITAT; RECOGNIZE HOW HUMANS AND OTHER ANIMALS DEPEND UPON HABITAT; AND INTERPRET THE SIGNIFICANCE OF LOSS OR CHANGE IN HABITAT IN TERMS OF PEOPLE AND WILDLIFE. NOTE: THIS ACTIVITY INVOLVES PHYSICAL SCIENCE.	5-8	61	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.	[potential exists to meet Grade 7 3.0 Geography: D. Modifying & Adapting the Environment (economic trade offs when using natural resources; consequences; land use issues; how govt. addresses env. issues)]	1.0 Skills & Processes: A. Constructing Knowledge B. Applying Evidence and Reasoning Grade 6 3.0 Life Science: D. Evolution. 1. The growth and survival of organisms and species depend on physical conditions (competition for resources; environmental changes); F. Ecology. 1. The number of organisms an environment can support depends on the physical conditions and resources available: a-d. Grade 7 3.0 Life Science: E. Flow of Matter and Energy. 1. Compare how plants & animals meet their needs; Grade 8 3.0 Life Science: D. Evolution. 1. Evolutionary change is a result of environmental changes; 6.0 Environmental Science: B. Environmental Issues	None

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<p>OH DEER! STUDENTS WILL IDENTIFY AND DESCRIBE FOOD, WATER, AND SHELTER AS THREE ESSENTIAL COMPONENTS OF HABITAT; DESCRIBE THE IMPORTANCE OF GOOD HABITAT FOR ANIMALS; DEFINE “LIMITING FACTORS” AND GIVE EXAMPLES; AND RECOGNIZE THAT SOME FLUCTUATIONS IN WILDLIFE POPULATIONS ARE NATURAL AS ECOLOGICAL SYSTEMS UNDERGO CONSTANT CHANGE.</p> <p>NOTE: THIS ACTIVITY INVOLVES PHYSICAL SCIENCE.</p>	5-8+	36	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p>	<p>[potential exists to meet Grade 7 3.0 Geography: D. Modifying & Adapting the Environment (economic trade offs when using natural resources; consequences; land use issues; how govt. addresses env. issues)]</p>	<p>1.0 Skills & Processes: A. Constructing Knowledge B. Applying Evidence and Reasoning; C. Communicate Scientific Information.</p> <p>Grade 6 3.0 Life Science: D. Evolution. 1. The growth and survival of organisms and species depend on physical conditions (competition for resources; environmental changes); F. Ecology. 1. The number of organisms an environment can support depends on the physical conditions and resources available: a-d.</p> <p>Grade 7 3.0 Life Science: E. Flow of Matter and Energy. 1. Compare how plants & animals meet their needs.</p> <p>Grade 8 3.0 Life Science: D. Evolution. 1. Evolutionary change is a result of environmental changes.</p> <p>6.0 Environmental Science: B. Environmental Issues</p>	<p>1.0 Knowledge of Algebra, Patterns & Functions: C. Numeric & Graphic Representations 1.b. Create a graph; 2. a. Identify & describe changes in a graph.</p> <p>4.0 Knowledge of Statistics: A. Data Displays (different graphs/plots per grade); B. Data Analysis.</p> <p>7.0 Processes of Math Relate or apply math to other disciplines & to life (a-d).</p>

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<p>HOW MANY BEARS CAN LIVE IN THE FOREST?</p> <p>STUDENTS WILL DEFINE A MAJOR COMPONENT OF HABITAT; AND IDENTIFY A LIMITING FACTOR.</p> <p>NOTE: THIS ACTIVITY INVOLVES PHYSICAL SCIENCE.</p>	5-8	23	<p>1.0 General Reading Processes:</p> <p>Vocabulary D. Vocabulary.</p> <p>Develop and apply vocabulary.</p>	None	<p>Grade 6</p> <p>3.0 Life Science: D. Evolution.</p> <p>1. Explain that the growth and survival of organisms and species depend on the physical conditions (selective breeding; competition for resources; environmental changes). F. Ecology. 1. The number of organisms an environment can support depends on the physical conditions and resources available: a. populations increase or decrease relative to availability of resources & environment-al conditions; b. limiting factors; c. competition for resources; d. competition is reduced w/niches;</p> <p>Grade 7</p> <p>3.0 Life Science: E. Flow of Matter & Energy. 1. Compare how plants and animals meet the need to obtain and utilize food (cycles: water; nitrogen; matter; “In the flow of matter system the total amount of matter remains constant even though its form and location change.”)</p> <p>Grade 8</p> <p>3.0 Life Science: D. Evolution</p> <p>1. Recognize and describe that evolutionary change in species is a result of natural variation in organisms and environmental changes. (gradual & sudden; adaptations; extinction; species diversity).</p>	<p>6.0 Knowledge of Number Relationships & Computation: C.</p> <p>Number Computation: (add, subtract, multiply, divide, calculate percentage).</p> <p>7.0 Processes of Math</p> <p>Relate or apply math to other disciplines & to life (a-d).</p>

Project Wild Activity	Grade	Page	Reading/English Language Arts	Social Studies	Science	Mathematics
LEARNING TO LOOK, LOOKING TO SEE STUDENTS WILL DESCRIBE DIFFERENCES SEEN IN AN ENVIRONMENT AS THE RESULT OF CASUAL AND DETAILED OBSERVATION; AND GIVE REASONS FOR THE IMPORTANCE OF LOOKING CLOSELY AT ANY ENVIRONMENT. NOTE: THIS ACTIVITY CAN INVOLVE ART.	K-8	278	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary. 4.0 Writing: 2 (a) Compose oral, written, and visual presentations (drawing; journals; 6.0 Listening: attend & respond to the speaker; asking questions; summarizing; following a set of directions.	None	1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning [potential exists to meet Grade 7 3.0 Life Science: A. Diversity of Life 1. Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them (external & internal features/behavioral pattern) - classification]	None
HAZARDOUS LINKS, POSSIBLE SOLUTIONS STUDENTS WILL GIVE EXAMPLES OF WAYS IN WHICH PESTICIDES ENTER FOOD CHAINS; DESCRIBE POSSIBLE CONSEQUENCES OF PESTICIDES ENTERING FOOD CHAINS, AND DESCRIBE HOW REGULATIONS ATTEMPT TO CONTROL PESTICIDE USE. NOTE: THIS ACTIVITY INVOLVES ART.	7-8	326	None	Grade 7 3.0 Geography: D. Modifying & Adapting the Environment (trade offs when using natural resources; consequences; land use issues; how govt. addresses env. issues. [w/Extension #2, potential exists to meet Grade 7 4.0 Economics A. Scarcity & Economic Decision-making 2. Sustainable devt; 4.c. How natural resources & pop. growth influence econ. devt; public health issues; B. Economic Systems & the Role of Government 2.d. Impacts of regulatory agencies (env. protection].	Grade 7 3.0 Life Science. .E. Flow of Matter and Energy. 1. How plants & animals meet their needs. Grade 8 3.0 Life Science. D. Evolution. 1. Evolutionary change in species is a result of natural variation in organisms and environmental changes (gradual & sudden environmental changes; adaptations; extinction; species diversity). 6.0 Environmental Science A. Natural Resources and Human Needs B. Environmental Issues	None

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STORMY WEATHER STUDENTS WILL GENERALIZE THAT HUMANS AND WILDLIFE SHARE ENVIRONMENTS AND EXPERIENCE SOME OF THE SAME NATURAL PHENOMENA. NOTE: THIS ACTIVITY CAN INVOLVE MUSIC.	5-8	85	6.0 Listening: attend & respond to the speaker; asking questions; summarizing; following a set of directions.	None	[Note: this would be a good Engagement activity for: Grade 8 2.0 Earth & Space Science: E. Interactions of Hydrosphere and Atmosphere: 3. Identify & describe atmospheric conditions related to weather systems: a. fronts; b. ID & describe atmospheric and hydrospheric conditions associated with severe weather].	None
SATURDAY MORNING WILDLIFE WATCHING STUDENTS WILL DISCRIMINATE BETWEEN REALISTIC AND UNREALISTIC PORTRAYALS OF WILDLIFE AND OTHER ANIMALS IN CARTOONS; IDENTIFY POSSIBLE INFLUENCES ON PEOPLE FROM WATCHING CARTOONS; AND MAKE JUDGEMENTS ABOUT APPROPRIATE AND INAPPROPRIATE BEHAVIORS THEY THINK CAN RESULT FROM CARTOON WATCHING.	5-8	184	[Evaluation: Write a Story 4.0 Writing: 1. Compose to express personal ideas, inform, and persuade; 4. ID how language choices affect thoughts and feelings; 5. Assess the effectiveness of details, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing].	None	1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning With OPTIONAL component only: Grade 7 3.0 Life Science: A. Diversity of Life 1. Classification (external & internal features; behavioral patterns).	None

Project Wild Activity	Grade	Page	Reading/English Language Arts	Social Studies	Science	Mathematics
<p>QUICK FROZEN CRITTERS [CAN BE MODIFIED FOR YOUNGER OR OLDER STUDENTS; SIMPLIFY THE DISCUSSION FOR YOUNGER STUDENTS]</p> <p>STUDENTS WILL DISCUSS PREDATOR/PREY RELATIONSHIPS, INCLUDING ADAPTATIONS; DESCRIBE THE IMPORTANCE OF ADAPTATIONS IN PREDATOR/PREY RELATIONSHIPS; AND RECOGNIZE THAT LIMITING FACTORS – INCLUDING PREDATOR/PREY RELATIONSHIPS—AFFECT WILDLIFE POPULATIONS.</p> <p>NOTE: THIS ACTIVITY INVOLVES PHYSICAL SCIENCE.</p>	5-8	122	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p> <p>[Evaluation #4: Write about a predator: 4.0 Writing: 2. Compose to express personal ideas, inform, and persuade; 4. ID how language choices affect thoughts and feelings; 5. Assess the effectiveness of details, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing].</p>	None	<p>1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning</p> <p>Grade 6 3.0 Life Science: D. Evolution. 1. The growth and survival of organisms/species depend on physical conditions (competition for resources; environmental changes); F. Ecology. 1. The number of organisms an environment can support depends on physical conditions/available resources.</p> <p>Grade 7 3.0 Life Science: E. Flow of Matter and Energy. 1. How plants / animals meet their needs.</p> <p>Grade 8 3.0 Life Science: D. Evolution. 1. Evolutionary change in species is a result of natural variation in organisms & environ-mental changes.</p>	None
<p>WHAT DID MY LUNCH COST WILDLIFE? STUDENTS WILL TRACE SOME FOODS FROM THEIR SOURCE TO THE CONSUMER; IDENTIFY IMPACTS FOODS AND THEIR PROCESSING HAVE ON WILDLIFE & THE ENVIRONMENT IN GENERAL; & RECOMMEND, WITH EXPLANATIONS, SOME FOOD HABITS THAT COULD BENEFIT THE ENVIRONMENT.</p>	5-8	68	None	<p>Grade 7 3.0 Geography: D. Modifying & Adapting the Environment (trade offs & consequences when using natural resources; land use issues; how govt. addresses env. issues; 4.0 Economics: A.1. (sustainable devt.); 4.c. (natural resource use & pop. growth impact econ. devt.</p>	<p>1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information</p> <p>6.0 Environmental Science: A. Natural Resources & Human Needs; B. Environmental Issues</p>	None

<i>PROJECT WILD - AQUATIC</i>			Alignment with Maryland Voluntary State Curriculum Grades 6-8 ⁱ			
Project Wild-Aquatic Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
WETLAND METAPHORS STUDENTS WILL DESCRIBE THE CHARACTERISTICS OF WETLANDS, AND EVALUATE THE IMPORTANCE OF WETLANDS TO WILDLIFE AND HUMANS	5-8	39	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.	<p>[potential exists to meet</p> Grade 7 3.0 Geography: D. Modifying & Adapting the Environment (trade offs & consequences when using natural resources; land use issues; how govt. addresses env. issues].	Grade 6 3.0 Life Science: F. Ecology. 1. The number of organisms an environment can support depends on the physical conditions and resources available. Grade 7 3.0 Life Science: E. Flow of Matter and Energy. 1. How plants and animals meet their needs. 6.0 Environmental Science A. Natural Resources and Human Needs B. Environmental Issues <p>[potential exists to meet</p> Grade 8 3.0 Life Science: E. Interactions of Hydrosphere and Atmosphere: 1. a. water cycle; b. distribution & circulation of water on Earth's surfaces; c. physical properties of fresh & salt water; d. functions of the layers of the atmosphere.]	None

Project Wild-Aquatic Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
MIGRATION HEADACHE STUDENTS WILL LIST LIMITING FACTORS AFFECTING HABITATS AND POPULATIONS OF MIGRATING WATER BIRDS, PREDICT THE EFFECTS OF SUCH LIMITING FACTORS, DESCRIBE THE EFFECTS OF HABITAT LOSS AND DEGRADATION ON POPULATIONS OF MIGRATING WATER BIRDS, AND MAKE INFERENCES ABOUT THE IMPORTANCE OF SUITABLE HABITAT FOR MIGRATING WATER BIRDS. NOTE: THIS ACTIVITY INVOLVES PHYSICAL SCIENCE.	5-8	15	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.	Grade 7 3.0 Geography: D. Modifying & Adapting the Environment (trade offs & consequences when using natural resources; land use issues; how govt. addresses env. issues.		None
FASHION A FISH STUDENTS WILL DESCRIBE ADAPTATIONS OF FISH TO THEIR ENVIRONMENT, DESCRIBE HOW ADAPTATIONS CAN HELP FISH SURVIVE IN THEIR HABITATS, AND INTERPRET THE IMPORTANCE OF ADAPTATIONS IN ANIMALS. NOTE: THIS ACTIVITY INVOLVES ART.	K-4+	56	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.	None	1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information. Grade 6 3.0 Life Science: D. Evolution: 1. The growth & survival of organisms & species depend on physical conditions (resource competition; environmental changes; fossils); F. Ecology: 1. The number of organisms an environment can support depends on physical conditions & resources available: a-d.	None

					<p>Grade 7 3.0 Life Science: A. Diversity of Life: 1. Features of organisms connect or differentiate them (external & internal features/behavioral pattern) classification; E. Flow of Matter and Energy: 1. Plants and animals obtain & use food.</p> <p>Grade 8 3.0 Life Science: D. Evolution: 1. Evolutionary change in species is a result of natural variation in organisms & environment-al changes (gradual & sudden environmental changes; adaptations; extinction; species diversity).</p>	
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ⁱ Activities meet standards as noted. When a standard is listed without notation, the activity meets the standard fully for all applicable grades for that activity.